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Journal of EDUCATION

BOSTON, MASS.
Vol. CXII, No. 1

July 7, 1930

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorial

Family-Minded America

FAMILY-MINDED America is one of the most important creations of modern civilization.

The family is indispensable to civilization. If it is in jeopardy, as is often said by the press and pulpit, then civilization is in jeopardy.

The family has been possible since the creation of men, women and children because there has never been a combination of individual independence biologically, sociologically, financially, and religiously as there is being developed in civilization everywhere from India and Russia, to Great Britain, France, and the United States today.

If family-minded America triumphs in the United States in the coming decade, and civilization weathers the flood tide of individual independence which is rolling in upon humanity scientifically and irreligiously, biologically and sociologically, industrially and politically, it will be the greatest miracle in modern times.

This is the first time that the family has been universally challenged by all forces of progress in the onward march of civilization.

Family-minded America is triumphing in the Far West, in the Mid-West, and most gloriously in the South.

Family-minded America is triumphing completely without tragic personal experience, without disturbing sectional prejudice, without traditional creed catastrophe.

Family-minded America requires no scholastic delay, no State or Federal legislation.

Family-minded America gets in action as easily, as naturally, as inevitably as April showers bring Mayflowers.

Mason of Keene

DR. WALLACE E. MASON, president of the Keene, New Hampshire, State Teachers College at Keene, has had the new library building, with fifteen thousand professional, historical and literary volumes, dedicated as the Mason Library Building.

The dedicatory addresses were by Professors Everett L. Getchell and Franklin C. Roberts, both of the Boston University faculty and also

formerly on President Mason's faculty at Keene.

This will be the twentieth year of Dr. Mason's presidency of the State Teachers College, and in all of the commencement exercises there was high appreciation of the remarkable growth of the institution in buildings and in academic standing under Dr. Mason's inspiring leadership.

Elliott of New Jersey

DR. CHARLES H. ELLIOTT comes into official leadership of New Jersey at a crucial time for the state and for himself.

New Jersey has always been prosperous industrially, commercially and agriculturally, but has never been harmonious.

New York City dominates one-half the population in one-sixteenth of the area; Philadelphia dominates half of the remainder in another sixteenth of the area. New York State and Northeast Pennsylvania outside of New York City and Philadelphia dominate half of the remainder in another sixteenth of the area. Southeast Pennsylvania and Maryland dominate half of the remainder in another sixteenth of the area.

The remainder, one-sixteenth of the population, is scattered over the other fourth of the area.

About half the population is in cities of more than 75,000, and half of the remainder in cities between 25,000 and 75,000, and half of the remainder in cities from 10,000 to 25,000.

This leaves about one-eighth of the population in places of less than 10,000.

It would be interesting if we could classify the proportion of profit from commercial, industrial, and agricultural interests, but it is safe to say that the half of the population in one-sixteenth of the area has more than one-half of the income from commercial, industrial and agricultural activities.

It is a safe guess that the sixteenth of the population in a fourth of the area has little income from commercial or industrial activities.

This complicates the education problem as it is complicated nowhere else, and Dr. Charles H. Elliott is making the first serious attempt to have a school system that gives children in Newark, Camden, Paterson, and Wildwood Junction an appropriate education.

Promotion of Literacy

PROFESSOR WILLIAM SCOTT GRAY, University of Chicago, is preparing three manuals for the education of recent illiterates to enable them to rise to higher levels in education.

Mrs. Cora Wilson Stewart and Dr. Robertson have a manual by which more than a hundred thousand illiterates have recently learned to read that they may profit socially and financially by learning through reading.

Professor Gray has been employed to prepare manuals for reading to promote:—

First, a broader reading for information, not primarily for personal advantage.

Second, enjoyment of reading better literature because it is better literature.

Third, reading for personal culture through the use of leisure.

This is a crude statement of the three levels by which the recent illiterates may rise to culture plateaus, as it were.

These manuals are to be ready for universal use by September.

The tenth American Education Week will be observed November 10-16. It will be sponsored by the American Legion, the United States Office of Education, and the National Education Association.

Economic Prize Contest

ALVAN T. SIMONS, Fitchburg, Massachusetts, announces a ninth annual economic contest, open to everybody everywhere. One thousand dollars first prize; five hundred dollars, second prize. The contest closes December 31, 1930. The subject is "Government Interference with the Free Play of Economic Forces." Write to Mr. Simons for information and rules of the contest.

Illinois State Building

THE Illinois State Association is to have a beautiful and commodious office building in Springfield.

It will be "The William Bishop Owen Building." This is in recognition of the fact that he was "a vital force in Chicago education, and contributed immeasurably to the spirit of democracy in education and to the awakening of civic interest in the improvement and administration of the tax laws of Illinois."

Boards of Education take some risk whenever they dismiss a high school principal in these days. In one city in the South in April a thousand high school students threatened to strike because the principal was not re-elected. Only the prompt action of the deposed principal saved a distressing situation. The city is the largest in the state, and school affairs of other cities were liable to be disturbed.

Belding's Page

TEACHERS TURN PUPILS

ALL sorts of teachers in all sorts of places are about to take up five or six weeks of professional study. Summer schools are legion. The work done in nearly all of them is serious and aimed at a purpose. At least, the school authorities mean that the study shall be practically helpful to the teacher or administrator in making better schools.

Some of the students, alas! are more interested in winning credits than in improving their personal equipments. Pressure is fairly strong, in many school systems, to push teachers into professional study. Increases of salary often hinge upon the taking of courses. In many instances teachers are allowed to count travel the same as formal courses. For broadening the mental horizon, travel is indeed excellent. It is better for the teacher's health than being cooped up in classrooms. But the summer classrooms have their windows wide open. Hours are never long. Opportunities for recreation in the open air are usually abundant.

Going to school again is a good experience for any teacher. The point of view shifts back. The teacher is no longer boss, but merely a pupil, doing as directed. This in itself is a wholesome change.

Pupils in ten thousand schools will be happier, next fall, because their teachers attended summer schools.

COLLEGE BOARD TESTS

THIRTY years ago the idea of uniform college examinations was something new. College officers shook their heads at the proposal. Secondary school people, weary of trying to meet the variegated requirements of individual colleges, were ready to take up with a plan that promised to bring about some degree of uniformity.

It was Dr. Charles W. Eliot who reconciled the colleges to the novel scheme, by pointing out that the examination board would only examine, not admit. The colleges would take the ratings supplied by the examiners and use them as a basis of selection. It all seems very simple and obvious now. But if Dr. Eliot hadn't taken this position in favor of the entrance board tests, the innovation might have failed.

No one would care to go back to the arbitrary and conflicting methods of selection practiced by the colleges before the arrival of college board testing.

TESTING-TIME FOR PRINCIPALS

TESTING of pupils is about over. Testing of principals will begin next fall with the first day of school.

The student regards his final examinations seriously. Does the principal regard his initial examination with equal respect?

The first day of school is more important than any other day of the school year. As school begins on that day, so it is likely to continue throughout the terms to the end. A school which is poorly organized at the start is quite unlikely to overcome the handicap as weeks roll on.

It may seem of slight moment whether the schedule is ready that first day, or whether every pupil knows right where he is to be from the very outset. What is one day, more or less, in the life of the boy or girl?

One day multiplied by the number of pupils in a school is seen to be considerable. Besides, a poorly organized school takes not only one day but several to recover partly from its confusion.

No one doubts the worth of one day at the latter end of the term or year. Measure the worth of those first days by the fact that, if these are wasted, they take away an equal number of last days. For they crowd the work along. A drag at the first remains a drag throughout the year. Slow to start will be slower still to finish. It will have to come out of somebody's hide, so to speak; perhaps the hides of many somebodies, if the first day is neglected.

Yes, it takes a deal of hard work to be ready for the fall opening. A principal or assistant may labor many weeks to rescue a few hours for the school.

The reward comes back in the form of a better response on the part of pupils. They return to school in the fall with resolutions to do the best work they have in them. If these resolutions cannot be put into operation immediately but must wait for a slovenly school to overcome its inertia—presto, the good intentions vanish.

Think over the psychology of that first day; the way it affects the boys and girls; and leave no stone unturned to be in readiness.

Anticipate every question that can arise. Classify every pupil. Set up a schedule of classes that will have not a single conflict. Make sure new students can find their proper rooms. Hang every hat on its own hook.

Then, in whatever time is left, take a vacation; knowing that you have done your duty and that your school will run on roller bearings next year.

Auson W. Belding

Associate Editor.

Challenging Democracy

By JOHN J. LYNCH

Principal, Holyoke, Mass.

THE boys and girls of the public schools are challenging American democracy as never before.

Everywhere this challenge is going forward with increasing urgency and persistent aggression. This challenge may be summarized as follows:—

What are the American people going to do to make more effective our public system of education as a means toward a better preparation for our life work?

This challenge has resulted from many causes, but principally because our American civilization is passing through a transitional period hitherto unexperienced.

We are living in an age of increasing motor power and specialization. Our resources, human and material, are being refined, trained, consumed, and altered to meet the changes brought about by this inventive transition. Our inventive geniuses have assembled so many mechanical devices based on motor power that we find production today increased many times over hand power. Man power, a few years ago, the sole productive energy, is gradually becoming a mere supervisory unit in production.

The problem now should be to plan the system of education so that human disparities would be gradually eliminated in our social-economic life. Every system of public education in America today should be aiming basically and directly at a goal which would mean something personal, tangible and serviceable to every boy and girl in the country. Scholastic contacts or pathways should be leading young people into fields of knowledge and experience which will enable them to find their proper places in life's opportunities. Every avenue should bring young people eventually into a life status where happiness, industry, self-support, life-competency and righteous living would be life's ends.

Machinery and human labor are in a struggle of most severe competition. Education today must be alert to the competitive age between motor power production and specialized training for work.

This competition demands serious specialized training for our young people. Our job is to prepare our boys and girls to meet this ecomonic situation.

We cannot sit complainingly by and allow boys to go into life's battles unprepared. Disinterested parents and communities foreordain failure and disaster. Progress and security will come alone though readiness to start and ability to do.

Disinterested parents cannot be permitted to go unchecked and unadvised. Each child has a claim in the intellectual and scholastic leadership of the community. He has a right to demand the educational guidance of such men and women regardless of his parents' attitude.

Some one has said: "Why interfere with the parent? Is the child not the property of the parent?" Civilization, therefore, has a genuine claim on the child. It is imperative that those entrusted with the training of the youth meet this transitional civilization.

Every child is entitled to an educational training that will permit him to find himself in his future social, economic or professional life.

Specialization must go all along the line from the inferior to superior. Every group of children should have their aptitudes, tastes and powers rated and adjudged so that the highest service might be rendered to fit each for his special place in life. Caste classification is too tyrannical, too monarchial, and too unfair to find a haven in our American democracy. Every child has fundamentally equal rights with his neighbor, but no more. Our system of education must plan to meet every mental and physical condition of child life. We must plan to enrich the superior, and to open a larger field to the inferior, to strengthen the weak, to give cheer to the unfortunate.

No system of education is justified in a democracy that does not provide basically for common privileges, common responsibilities, common rights and common needs. Every child has an equal claim to service.

Let us make the schools a treasure house of opportunity and a workshop of inspirational and worthwhile activities for every American boy and girl. Let us make the school the factor which makes the child the substantial man. Let enthusiasm be the pathway to success. Let success be the proof of happiness.

Let the spirit of initiative make the joy of life's victory.

Let prospects animate the victories of life.

Let the school make the standard of citizenship worthy of the heritage of our American democracy.

Artificial Aspiration

By KATE TERRY

THERE is a wide-spread belief that correcting ninth grade English papers is—as far as the enjoyment of the teachers is concerned—an occupation, flat, stale and unprofitable. Yet when I read the story handed in last week by Red—beg pardon—Clyde Britt, I got what I am sure my pupils would call "quite a kick."

It seems that a brave-hearted fireman had climbed the ladder to the seventh floor of the burning hotel to rescue a poor old man trapped there. (He later proved to be a millionaire, by the way, and his lavish reward was gently declined by the noble fireman.) Carrying the old man, he at last reached the ground in safety, only to fall unconscious, overcome by heat and smoke.

"He was so bad," said Clyde, "that they had to use artificial aspiration."

That, now, is exactly what I have been needing in my classes!

I know, as well as you, that in teaching one should "proceed from the known to the unknown." In my salad days I was firmly convinced that it was the only practical method. I still revere it as a noble theory, but am becoming skeptical as to its practicability.

Whatever the material of my pupils' heads may or may not be, it certainly is *not* plate glass, and no amount of dexterity or assiduity with the chamois will enable me to gaze within and discover which items are in their places, and which spaces are vacant. How can I begin with the known when they have each a different known, and all are alike unknown to me? My superintendent hands me the course of study which they have followed, but I dare not take much for granted.

To illustrate:—

We are studying stories. We take them all to pieces, and then try to learn the name and use of each little wheel, and cog, and pin, and spring. We hope eventually to find out what makes a story "go," and then construct successful stories of our own. I may have some doubts about this producing any deathless literature or even any "best sellers," but—"It is so ordered."

One of our studies was a Hindoo folk-tale, concerning a Brahman, a tiger, a banyan tree, a bullock, a crocodile, a camel, an eagle, and a jackal. The purpose of the story was to show that these creatures may very well view man in a different light than he sees himself. It seemed simple, yet I soon felt that something was wrong. It took valuable time to find out what it was. It seemed that while all of the class knew *some* of the characters, no one knew them *all*! Few would even attempt to tell what was meant by Brahman, bullock or banyan tree, and their guesses merely "darkened counsel." Naturally, the whole point of the tale was lost.

Then I made a little address. I told them sweetly that I was not planning to have them memorize much this year. What I wanted them to do was to acquire a new habit of thought about everything they read or saw or heard. Every time a new idea or a new word came their way they were to rush out to meet it with both hands full of questions, what? when? where? why? how? and all the rest. If at any time they had pursued their quarry in vain through dictionary and encyclopedia, they were to come to me. I should be glad to give any help I could. The important thing was to be full to overflowing of *curiosity*. Then I applied the thought to their three unknowns. Reading was getting *ideas* from the printed page. It was bad enough if they merely got words instead of thoughts, but very much worse if all they saw was black marks on white paper. Oh, it was a stimulating and intriguing talk!

Then I dismissed the class and said nothing about the alliterative trio for a few days, when I sprung a quiz; three of whose items were:—

"What is a Brahman?"

"Define bullock."

"Describe a banyan-tree."

Rudolf wrote in answer:—

"A banyan tree is a tree something in the order of a cabbage, with large spreading leaves which extend from the trunk."

It sounds more like a kohl-rabi to me! Lumir did not see eye to eye with Rudolf. According to him,

"A banyan tree is a tree that has branches, and on one branch it has a bud which it is his name, than tells his pareants' names, and than there (their) pareants and Great Grandfather and Mother."

Now where did he ever hear of a genealogical tree?

The Brahman also suffered at their hands. Leo says crisply:—

"A Brahman is a Hebru animal that lives in India."

Vesta is sure that:—

"A Brahman is a Hindu who is not quite right in his mind, or one who is easily convinced to do a thing."

Charles tells me:—

"A Brahman is a ox or a steer after it is four years old." While Marie wrote:—

"A Brahman is a little wild animal that most generally stays around rivers and forests or some good hiding places."

The bullock proved to be interesting and varied. Adelia believes—or believed—that:—

"A bullock is a place where they lack wild animals."

Arline said:—

"A bullock is a bush with large leaves and a very narrow trunk." Tillie very nearly agreed with her.

"A bullock is a species of tree."

Allen had an entirely different idea. According to him

"There are feminine and masculine oxen. The feminine are called bullocks."

But Walden was in a class by himself:—

"A bullock is a small yellowish animal similar to a fox. The bullock is a very cowardly animal, and does most of his stealing at night. He feeds mostly on fowl."

Just picture to yourself that old bullock, slipping softly through the moonlight to his favorite hen-roost, and see the feathers and yellow legs dropping from his mouth! Then tell me how in the world I could have known what was in my pupils' heads!

Now these comedies—or tragedies—formed only about five per cent. of the total number of answers received. Many times that per cent. were practically correct. I am quite sure that if that quiz had been offered before my speech there would have been a very insignificant minority who would have done much better than those whom I have quoted. They might not have revealed as much imagination but they would have been as ignorant.

Very contentedly, then, I am giving my "speechette" credit for their study of the dictionary. Whether their activity was motivated by a longing for knowledge for its own sake, or by a fear lest I question them, is a matter that my pride as an orator forbids my investigating. The fact remains that they did so study, and later were glad they had done so. Can a *habit* of being curious about the unknowns of life be built into them during this school year? Is not this attitude the prime essential of learning, and is not its development the finest thing we can do for them? I shall roll up my figurative sleeves and get to work at this task.

I mourn the lack of cerebral plate glass and the consequent low visibility. I regret that no Teachers College has yet established a chair of mind reading. Realizing that these avenues of approach are closed to me I have determined that hereafter I shall attempt to fill the vacant spaces by the use of Red—Clyde's "artificial aspiration."

I have just read those quotations to a friend—*not* an English teacher. She asked me seriously:—

"Did you make all those up?"

Now I honestly love my work—*but* if I *could* "make all those up," I should *not* be teaching Ninth Grade English!

The Climber

By ALFRED OSMOND

Brigham Young University, Provo, Utah

The world admires a teacher who is climbing
Towards the higher goal, the brighter light,
Not one who is inane and always timing
The moments that will bring him rest at night.

Above the verdant hills of higher learning
The mountain peaks are "wrapt in clouds and snow."
A narrow way, with campfires dimly burning,
Is winding from the valleys down below.

But lures along the narrow way are leading
To sylvan shades where forest fairies dwell,
And when his feet and hands are torn and bleeding,
The climber knows why many failed and fell.

But still a voice is calling from the mountains,
"Above these rugged crags of ice and snow
Are gushing forth the clear and sparkling fountains
From springs of life that never cease to flow.

"The moon and stars are tireless in their courses,
Although their race of life is never run.
Ascend and hold communion with the forces
That give the nations places in the sun."

The challenge seems to have a thousand voices
That strike upon the climber's listening ears.
Again his heart is strengthened and rejoices
Until it conquers all his doubts and fears.

An eagle's scream is like a clarion calling—
From crag to crag the climber scales his way,
Until at last, when he is faint and falling,
He kneels among the rocks and tries to pray.

His bleeding wounds have been bereft of feeling—
His aching eyes have lost their sense of sight.
Death found him in the stormclouds stark and kneeling—
He reached the higher goal, the brighter light.

Our Writing Habits

By A. W. BURR

Beloit College

OUR four processes of writing are carried on by habit rather than by conscious direction. As in walking they are done while the mind is busy with something else.

Our handwriting very soon becomes fixed; we don't make our p's and q's one way in one letter and different in another, nor think how they should be made as we write. Our handwriting is known by our friends; our signature to a check or a note marks a thousand of them as genuine.

Our spelling is done by habit as we write. We don't try like "Benny Potts" to make it as bad as possible, but if we began with "nite" "rite," and "deer" for dear, we kept on that way until a teacher made us conscious of the spelling of those words, just as stubbing our toe makes us conscious of how we are walking.

Our way with English form is no different. Though we can make capital letters and small letters, have seen both rightly used in our reading, we are intent on the thought as we write, and we never stop to think how they are used, nor what punctuation marks to use. So we do a long time until the rules of rhetoric halt us. Our habit becomes at first a promiscuous use of them.

Our composing had the same story. Our compositions were a struggle to find something to say, and how we said it was the least of our care until conferences with a teacher brought out how careless, stilted, and faulty our ways were.

What made it worse we thought an essay must be made up of wise reflections about something, and as we hadn't them we went to books and cribbed from them ideas for our literary mosaic. If we ever became writers it took years to rid ourselves of a poor style of writing.

Knowing that all these conditions of writing are matters of habit, is it not strange, passing strange, that we let our children stumble along as we did in the blind way of first forming bad habits to be later corrected with pain and a waste of time and effort of both teacher and learner, instead of making teaching giving the child the right habit at first.

The child begins writing in the primary grade or soon after, before he has the proper muscular control for good handwriting. By the third or fourth grade he may be handing in all his lessons in writing. He is intent on what he writes and he forms a cramped, crabbed style of writing which later lessons in penmanship may never change, as the handwriting of college graduates and of some noted men bears witness.

Why the haste to set the child to writing unless to get something from him to correct and give a mark to? Would it not be far better to wait and at the right time attend to handwriting, and keep at it until the good habit is fixed? Dragging penmanship through years is a poor way to change his habit of poor writing that he keeps on with in his papers at the same time. By being satisfied with writing if legible at the first, the teacher condones poor writing.

So it is with the child's spelling. He is not taught to be conscious of the spelling of words as he reads, and he is not conscious of any right way as he writes and he makes up his own way. His spelling is kept apart from his reading by a spelling book, and it takes years of correction to transfer the spelling book way to his writing.

If he must spell before he writes have *him mark* now in one lesson and now in another ten words for him to spell orally. That will start letter-minding as he reads. When he can write, ten words of his selection from the review lesson will make him a fair speller, if he never has a spelling lesson. A poor speller can be reformed by requiring written lists proportioned to the extent and grip of his bad habit, if a mis-spelled word of his is never corrected again. Making his own lists out of his reading or by his finding, gives letter-mindedness, and when that comes he can spell.

The starting of the child with good English form when he writes is easier still. Good form is on every page of print that he reads. Why not prepare him for right habit there? Read a paragraph to him as if its words were a spelling list as he looks on. Then read it again grouping the words as in conversation, and tell him that the capitals and marks are to make print and writing like talking. Have *him find* what the capital letters after dots on a page tell him for one lesson. Then, capitals with names, capitals before dots, etc. So with the period before and after capitals, and later call attention to the uses of semi-colons and some commas. Then when the child begins to write he is already form-minded. What a saving of trial, labor, and patience of his future teachers and of himself! If he already has poor form there is no better way to correct it.

How shall a child get ready for composition writing? Again by the printed page. The author saw pictures, wrote from them, painted them with

words. Let the young writer find the pictures in the author's words and write from the pictures he finds, telling what he sees, not what the author said. "It snows," cries the school boy, "hurrah!" Have the child fill out the picture starting "I see—." A scene in his reading, paying interest on a note in arithmetic, a description in his geography or history, will give him material for his imagination, and he will have the writer's state of mind, "How shall I say it?" and not the school boy's agony of "What shall I say next?" The working of the imagination is the way to good writing, not reflection, not patching together what others have said or written. The writer tried it again and again, as he did the way of spelling, on the mountain boys and girls of Kentucky at Berea, and it worked. They enjoyed it. What better help to good writing can there be than the companionship of a good writer, trying the hand with the painting of a master?

All that has been said about a child's getting his spelling, his English form, his written composition in the wrong way, getting bad habits to be corrected, appears in the first literary effort of T. B. Aldrich's "Bad Boy," probably himself. It reads as follows:—

The Horse

"the horse is a usefel animal. He is nice to have. i have one, her name is gipsey. She bites. her main is long. one Day i was washing her Front foot when she bent down her head and lifted me up by the trousers and tumbled me into the water Pale that was standing near by. i hit her six times with a peace of hoop. the way of the transgressor is hard."

The spelling has the marks of the spelling book way of learning to spell. The long words, "animal," "trousers," "transgressor" are all right. "Usefel" and "gipsey" he has not seen before or has forgotten them, and he devises his own spelling for them. "Main," "Pale," and "peace," certainly came from the spelling book, but it didn't tell him which mane and pail they were, and as both sounded alike he used "main" and "pale."

How the teacher must have sighed as she marked his misspellings. She knew she would have to do it a good many times before he would have the habit of writing waterpail, and piece of hoop, and she says: "Oh, another 'born poor speller.'"

Then look at his English form, that small i, the words, "horse," "the," "Day," "Front," "Pale," etc. Notice that the pronouns, "He," "she," "her" are used indiscriminately. That boy has never traced the use of capital letters on a single page of all his reading. He has seen such letters, and he put them in as they came to his mind as he wrote, a bad habit to be worked out with much painful effort of his teacher and himself.

What an interesting story, what he writes, tells of the boy's mental process in composing. He starts off with a sage reflection, "The horse is a usefel animal." That is what a composition should be, he thinks. If his mother had been around he would have asked: "What shall I say next?" But that first sentence brings up the picture of his own pony, and he starts off: "He is nice to have," and every sentence of the story is clear, definite, like the stroke of a brush on canvas. He is writing from a picture, has something he wants to tell and tells it. The marks of a future writer of genius are there. But to make the effort a composition he has to end with a borrowed reflection: "The way of the transgressor is hard."

The writer's own first composition was made up entirely of wise reflections on Spring. There was not a spark of genius in it.

How plainly that boy's first composition reveals the hard ways by which a child comes in our schools to written English. Error and correction, error and correction, is the painful path, painful to himself and his teacher, and too often painful all his days.

Is not an apprenticeship first to an author's printed page in spelling, form, and composition, a better way?

A Vision

From Locksley Hall.

For I dipt into the future, far as human eye could see,
Saw the vision of the world, and all the wonder that would be;
Saw the heavens fill with commerce, argosies of magic sails,
Pilots of the purple twilight, dropping down with costly bales;
Heard the heavens fill with shouting, and there rained a ghastly dew
For the nations' airy navies grappling in the central blue;
Far along the world-wide whisper of the south-wind rushing warm
With the standards of the peoples plunging through the thunder-storm;
'Till the war-drum throbbed no longer, and the battle flags were furled
In the parliament of man, the federation of the world.
There the common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber, lapt in universal law.

—Alfred Tennyson.

Co-operating for Health

By S. M. BARRETT

Kansas City, Missouri

THE physical well-being of the children is of course an important matter. Since *sound health* is one of the stipulated objectives of education, the school must of necessity seek to achieve this *objective*. The school must, therefore, provide for physical examination of all pupils; insure that corrective treatment is provided for physical defects in the children; plan for physical activities on the playgrounds and in the gymnasiums, and encourage the formation of proper health habits.

To secure sound health requires more efforts than those specified in the preceding paragraph. The schools, in order to secure proper physical adjustment of the children, must take cognizance of the mental health, in other words, must practice mental hygiene. The school must therefore seek to establish an environment conducive to mental health, and this is not a thing to be sought in one field, but should characterize all efforts and activities of the school as a process.

Not only is it necessary for the school to have an organization looking to these various activities and efforts, but the co-operation of all teachers in the school and of all parents in the homes is necessary for proper achievement of sound health as an objective.

It is not, therefore, right that the teachers or the parents should think of the department of health and physical education as adequately caring for the physical well-being of the children. This department is only to aid in systematizing and co-ordinating all of the contributing factors of the school.

School administrators have come to see the problem of our needs in physical education and health habits and have begun to prepare to meet these needs by: (1) Providing departments of physical education (employing school physicians and nurses); (2) increasing the number of hygienists; (3) arranging for clinical services for students; and (4) providing gymnasiums and playgrounds for physical exercises. This trend will continue until something like adequate provision has been made to care for the physical well-being of pupils. But no provisions, however adequate, can compensate for the loss that is caused by the failure on the part of parents and teachers to co-operate fully with these plans for the sound health objective.

Annual Promotions Preferred

By GEORGE N. CHILD

Superintendent, Salt Lake City

DURING the past two years we have been gradually getting away from the practice of making semi-annual promotions in our schools. The purpose of semi-annual promotions, in the main, was to make it possible for retarded children to drop back a half a year in the grades, or for children who should move forward more rapidly than the regular rate to move a half a year at a time. This purpose, never adequately served, is now more adequately taken care of in other ways.

Our pupils are generally grouped homogeneously, which means that any child properly classified in any one grade may find a class doing work suitable to his abilities and attainments. There is no necessity, therefore, for half-year promotions. All the flexibility in classification on the basis of ability to do school work is provided for under the new plan. In the Salt Lake City schools there are but few classes in September that have partly completed any portion of the work prescribed for any grade. Nearly all of the groups, then, are beginners in the grades to which they were promoted at the close of school the previous June.

It should be noted, however, that promotion to any grade does not signify equality of ability or scholarship. Standards, course, and methods are varied to suit abilities of the different groups classified in the same grade. Moreover, individual adjustments are made at any time, whenever the child's interests require it. No child should be permitted to remain poorly classified just because he was or was not promoted at some date set as promotion time.

The annual promotion plan, with homogeneous grouping and constant individual adjustments, has simplified our school machinery and resulted in improved school work with added economy, and in the success of a much larger proportion of children than under the old plan. I see no good reason for continuing the semi-annual promotion.

Personal and Professional

HERBERT H. HOWES, superintendent of Medford, Mass., who succeeds Francis A. Bagnall as principal of the Hyannis, Massachusetts, State Teachers College, was born in Dennis, near Hyannis, forty-nine years ago, though he ranks as a young man professionally. He is a graduate of the Bridgewater State Teachers College, Rhode Island College of Education, and has taken graduate courses in Boston University and Harvard University.

KATHERINE M. BALL, long supervisor of art in public schools of San Francisco, is now in India. Address, American Express Company, P. O. Box 507, Bombay, India.

She is having a highly interesting time studying nature and human nature. She was in Egypt most of the winter months, leaving there for India on March 30.

Miss Ball retired from her position of art supervisor on a pension about two years ago. She spent most of one year in the United States and Canada, most of last year in England and Europe. She has spent more than two months of this year in Egypt, and will be in India until the autumn. While art is always her major interest she is making this tour a leisurely enjoyment, stopping longest where comfort is greatest.

Miss Ball welcomes most heartily letters from her American friends.

DR. MAX F. MEYER, of the University of Missouri, who was suspended for a year on account of his questionnaire asking college girls if they would favor trial marriage for a month, more or less, to see if she and her temporary husband were sexually congenial on sex questions of general nature, and was reinstated in April, seems to be in trouble again, and is reported to have been impeached on May 2 for insubordination by publicly attacking the University Board that suspended him. The address is reported to have been delivered in Nashville. There will have to be Federal laws defining "academic freedom."

MARY NOVINGER, Kirksville, Missouri, has had famous success in the Porter School in which Mrs. Marie Turner Harvey's success a decade ago was one of the inspirations of Herbert Quick's "Brown Mouse."

Changed agricultural conditions transformed the Porter district of Mrs. Harvey's day, so that the school was an entirely new problem when Miss Novinger attempted a new Porter creation last September.

From a pupil in the Porter School twelve years ago Miss Novinger has graduated from the State Teachers College and won honor as a teacher in consolidated schools. She returned to the one-room Porter School to make the school, the families, and farm life a joy to young and old. It is one of the great achievements in education of the year.

DR. MABELLE GLENN, director of public school music, Kansas City, Missouri, for nine years, and president of the Music Supervisors National Conference for the past two years, has had her academic leadership in public school music recognized by the Chicago Music College, of which Rudolph Granz is president, which has conferred the honorary degree of Doctor of Music.

The Kansas City Times recently said editorially regarding her influence in the schools: "She fairly radiates music."

Dr. Mabelle Glenn is one of the authors of "Music Appreciation for Every Child," and "Music Appreciation for the Junior High School," published by Silver, Burdett and Company, Newark, New Jersey.

SAMUEL A. JOHNSON, Somerville, Massachusetts, supervisory head of three large elementary schools, after thirty-seven years retires on a pension under the rules of the city. He has been a vital factor in Somerville education and in the lives of thousands of pupils. We bear cheerful testimony to his efficiency, since three of our children had their elementary school experience under his principalship.

MILTON J. FERGUSON, who has been state librarian of California for thirty years, has resigned to take charge of the Brooklyn Free Public Library, one of the most important library positions in the country. The State Library of California, of his creation and management, has international recognition. He has been largely influential in making the school and public libraries of California the best of any state in the union.

PROFESSOR ROTH, of the faculty of Stanford University, is high man among the school men and the public generally of California. His standing in the faculty is responsible for his rank in educational leadership, but it was his personality and skill in achievement which made him District Governor of Rotary International, and the favorite Rotarian of the state from the national point of view.

They Say

R. L. LYMAN, professor, Department of Education, University of Chicago:—

"More than half of the students summoned before the University of Chicago Honor Commission for cheating affirm that they did not know that their acts were wrong. For example, a seventeen-year-old freshman was on trial for copying an encyclopedia article and handing it in as a term paper in history. He had never before written such a paper; college instructors had never explained the preparation of such a paper; had told him nothing about the ethics of crediting sources. To him a term paper of 3,000 words was merely 3,000 words. He appeared to be telling the truth. That boy was punished, but the college should have been; he was entitled to reasonable explanations as to how to go about his task, and was entitled to supervision of that task while it was in the course of preparation. When teachers learn that their main function is to act as directors of productive processes rather than to act as appraisers of finished products, the action-patterns of efficient workmanship and of honorable conduct can be coordinated in school routine."

WILLIAM H. HALL, assistant superintendent, West Hartford, Conn.:—

"The service of a high school to the community should be judged, not so much by the grades attained by its pupils, as by the performance of its graduates."

CHARLES R. MANN, Washington, director, American Council of Education:—

"When the welfare of children and hence of the nation is at stake there is no such word as 'impossible' in America. Nor are there any detectable real differences among us as to the ultimate results desired—better men and women."

HENRY W. HOLMES, dean, Graduate School of Education, Harvard University:—

"Guidance is essential in order that failure may be minimized; but no pupil should be kept in school as if he had a right to be there, irrespective of his ability, industry, or achievement. Equality of opportunity pressed to its limit in education is socialism. It means no distinction between pupils as to interest, ability, or effort. Democracy itself calls for such distinctions."

EDWARD R. JOHNSON, High School, Columbus, Ohio:—

"A high school paper is a cross-section of the life of the school. Most parents think of the school in terms of yesterday; cartoons picture the 'reading, writing, and arithmetic' schoolroom of the past. The purpose of the paper today is to advance the thought of the parent to an actual understanding of school life as it now is."

HECTOR L. BELISLE, superintendent, Fall River, Mass.:—

"Improvement of janitors in service should become a policy advocated and carried into execution by school administrators paralleling that of improvement of teachers in service. Far too many janitors are at best only good heating engineers and at worst poor firemen."

DR. CHARLES H. JUDD:—

"Principals should not expect educational science to be brought to them in the form of simple rules of conduct which are merely to be followed. Projects are undoubtedly good when they are genuine, but there are times when school work cannot be cast in the project mould. New type examinations are very useful when one wants an objective measure of the extent to which pupils have absorbed one hundred items of information. He who is truly master of scientific research will not think of projects and new type examinations as devices to be used without discrimination. Science is above all analytical and discriminating. He who would use science must become critical and discriminating in his own personal thinking. The science of education is a stimulating body of thought. It is not a series of rules to be slavishly followed."

HON. RAY LYMAN WILBUR, secretary of the Interior, Washington, D.C.:—

"To look back fifty years before looking ahead gives one a sense of shock as to what may be before us. We have but started to follow the guiding star of science."

HENRY FORD:—

"Strange as it may seem, the more machines in operation, the more men at work. There are more men working today by 50 per cent. than at any time in the history of the world, and the standard of the worker has been raised to a much higher level."

FREDERICK G. NICHOLS, Harvard Graduate School:—

"Business handwriting is now as distinct an achievement as any feature of modern office efficiency."

NELLIE M. RYAN, assistant superintendent, Omaha:—

"Experience has taught us that the word that should be writ large in front of every school superintendent, supervisor or principal is the word 'Conference.' Through conferences the superintendent will find he can slowly but surely transform his co-workers from self-minded to scientifically-minded teachers and then the unbelievable can be accomplished."

Who Says We Are Down and Out?

By ARTHUR DEAN, Sc. D.

In the House of Commons in England there sits beside the sturdy form of Prime Minister MacDonald, a thin and frail body, barely five feet in all. With the aid of two canes he may be seen slowly and painfully dragging himself into Parliament.

For a moment a spectator might pity him, but only for a moment. As soon as he rises, supporting himself on a cane, or by leaning, he commands instant respect. His opponents know him as one who has a powerful mentality. He fights to the last ditch and his political enemies fight until they are licked—and licked they often are.

For many years Philip Snowden, now British Chancellor of the Exchequer, has been a cripple, a worker, a student, and an ardent disciple of the Labor Movement. He has not, however, made being crippled his chief interest in life nor an excuse for sitting back. He has not only won in the field of political achievement, but he won in love, marrying, as he did, one of the most beautiful and talented girls in Yorkshire County.

A man named Hendrich Zille died in Berlin a few months ago. At his death he was known as a great cartoonist. For fifty years he lived as many of us do. Apprenticed when young to a photo-engraver, he was content with his weekly pay envelope. For thirty-five odd years the pay envelope came regularly every week and he was satisfied. But just as he passed his fiftieth birthday a slip in that envelope said: "Your services are no longer required." He had but little money and a family to support. He tried to sell drawings and etchings he had made in his leisure hours, but nobody wanted them.

A Comic with Brains

Then he saw in the poor working class into whose lot he had been cast, a great field, and he produced pictures of porters, street cleaners, and all of the workers of the lower strata. His men had wrinkled faces, shapeless hands, bent shoulders; his women were fat and slovenly; his youngsters ragged gamins.

However, each sketch, sordid as it may have seemed, had a humorous touch. While the dog might be mangy, the artist's touch was appealing. While the cab horse was sway-back, one could not forget the horse.

In less than ten years after he had opened that last pay envelope Hendrich Zille had made more money than he had in all the years before. And what was better, he was a caricaturist of note. All of Berlin tendered him a grand reception.

This old world will never be quite right until two things take place: First, happiness, work and achievement for the crippled; second, profitable work and a feeling of a life of usefulness for those who are in the December of their days.

Copyright.

A Trip Through India

By L. H. PUTNEY*

(Part Three)

ANOTHER spot which is said to afford a superb view of the mountains is the famous Vale of Kashmir, which is located in a native state of the same name. To reach Srinagar, the capital of Kashmir, requires two days of motoring from Rawalpindi, one of the important cities in the northern province known as the Punjab. Not only is the Vale of Kashmir said to be one of the most beautiful valleys in the world, but it is the nearest point to Mount Godwin-Austen, which is second only to Mount Everest in height.

Northern India is bitterly cold in winter, and equally hot in summer. In the lower basin of the Indus lies the famous Desert of Sind, which is one of the dryest spots on earth, resembling somewhat the Imperial Valley in California. Temperatures of 120 F. are common in summer, and to add to the discomfort dust storms are frequent occurrences. This desert is crossed by the Northwestern R. R. in traveling from Kerachi to Lahore and the other towns of the Punjab. The soil is very fertile, and whenever water is brought to it, the crop yields are unusually large; in fact, it is there that one will find the best farms in India, partly for the additional reason that modern methods are being employed. Already tremendous irrigation works have been installed by the government and millions of acres have been brought under cultivation. It is in these irrigated lands that much of the cotton and wheat are raised. We Americans do not realize what strides India has already made in her effort to unseat "King Cotton" from his American throne. In 1926 she produced over six million bales of lint, and when the Sukkar and Sutlef Valley irrigation projects are completed, four or five years hence, it is estimated that the acreage will be trebled.

The biggest single factor in the economic life of India is the monsoon. Not only does this wind determine the temperature, but it brings the rain. During the winter monsoons from December to April blow from across the Himalayas, the skies are practically cloudless, and there is almost no rainfall, except occasional showers in the extreme south. The ground becomes so parched that great cracks occur in it, much as if the country had been visited by an earthquake. This is also the season of violent dust storms, especially in the north. Toward the end of May clouds begin to appear on the seaward horizon and the southwest monsoons commence to blow to the accompaniment of terrific thunderstorms. This is the most important season of the year, for it determines the prosperity of the country. Business is very largely at a standstill until it is known whether the summer monsoons will blow regularly, bringing enough rain to insure a good-growing season and no devastating floods. It is partly for that reason that commercial travelers postpone their trips to India until early fall.

So many are the mouths to be fed, and so great is the poverty, that at best India is always on the ragged edge of starvation. It requires only a drought or a flood, and hardly a year goes by without one or the other in some part of the country, to bring in its wake famine and pestilence. How serious are some of these floods may be judged from the fact that a recent one took a toll of 11,000 lives in a town with a total population hardly 12,000. This terrible struggle for existence which has been going on for centuries has left an indelible impress on Indian character. Indians are a melancholy people. The masses are said never to laugh. Neither do the children play and enjoy life as do children in other countries. Evidence of undernourishment confronts you in every direction. Nowhere else will you see such gaunt, thin-legged men, and women with such child-like statures. I saw many full-grown women who did not look older than an eight-year old girl. Whenever the train stops, a horde of children rush up and striking their little stomachs, which are distended greatly as a result of chronic hunger, clamor for *battar*. I regret to say that so far as my observation went, they received far less consideration from the passengers than did the troops of monkeys which presented themselves at many of the stations in southern India. Everything considered, I doubt whether any other country can show as much poverty and its corollary, beggary, as India. Begging has actually become a profession, just as has snake-charming and fortune-telling and magic-performing. The entrance to every temple is lined with beggars, who seek alms from the visitors, tourists, and pilgrims alike. A part of the stock in trade of these beggars is to exhibit their sores and deformities.

Now-adays we are reading much in the newspapers about the political unrest in India. Here is the situation in a nutshell. In 1877 Parliament was persuaded by Britain's Jewish prime minister, Disraeli, to give to British India (as distinguished from the native states) imperial status, and Queen Victoria was proclaimed Empress of India. For administrative purposes the country is divided into fifteen provinces, nine of which have governors and executive councils. At the head of the

*Foreign Representative, Little, Brown & Co.

imperial government is the viceroy and governor-general, who is appointed by the crown. He resides at New Delhi in northern India, where in the last twenty years there has arisen a beautiful modern city, filled with buildings which by a most unfortunate lack of good taste follow Greek models instead of ones more in harmony with the traditions of Indian history.

There is an imperial legislature consisting of two houses—the council of state with sixty members, and the legislative assembly with 140. Nine of the provinces also have similar legislatures, and ministers responsible to their governors. Although a part of the membership of both houses in the imperial and provincial legislatures consists of Britishers belonging to the Indian Civil Service, the majority is made up of civilians who are elected by vote of about seven-and-a-half million of the 260 million persons residing in British India. In spite of the fact that, by a very clever division of the electorate, Europeans and other minorities have a representation out of all proportion to their numerical numbers, on paper it would look as if India really had an apology for representative government. But there was a joker in the act authorizing these legislatures—"the superintendence and direction and control of the civil and military government of India rests with the governor-general and his cabinet." Moreover, in the provinces control of certain of the activities of the government were "reserved" for the governor and his executive council without any reference to the legislature; while others, the so-called "transferred" subjects, were to be administered by the governor and his ministers *with the consent of the legislature if possible*. Among the reserved subjects were police, justice, land revenue, and water supply, including drainage and irrigation. Some of the transferred subjects were local self-government, education, agriculture, public works, and excise.

Such a scheme of government could hardly be called representative, and it is not surprising that since the World War, in which India more than did her part, there should be an insistent demand for *swaraj*, or self-government. In India, as in China and the Philippines, the nationalists consist of the younger and better educated natives. If you ask the average English businessman out here what is behind all this agitation for swaraj his reply will be "Educating the natives." This is probably correct, for you could hardly expect men conversant with history to be satisfied with such a foreign rule as India has had since the days of Clive and Hastings. It is true that the country undoubtedly is better off in many ways than ever before, but its masters are carpet-baggers who never call it home. At the present time the colleges in India are graduating every year some sixteen thousand young intelligent Hindus, most of whom are ardent nationalists. So far there have been two serious obstacles in the way of any united effort to obtain swaraj—the religious antipathy between the Muslims and the Hindus, and the barriers of caste. What the future has in store for the country no man can say, but it is a safe bet that Englishmen have seen their best days there.

An outsider is bound to get considerable satisfaction out of the predicament in which the Britishers in India, especially those belonging to the I. C. S., find themselves. Probably nowhere has there been so much snobbery practiced as by them and the army people stationed there. For years they looked down upon those Englishmen who went to India to engage in business, contemptuously terming them "boxwallahs." I am told that some of the more exclusive clubs in Bombay and Calcutta have prided themselves on the fact no boxwallah's name was ever included in their list of members. When you meet them, they are forever sympathizing with themselves on on account of having "come out," although down in their hearts they know that they would never have succeeded so well back home. As is usually the case, the women are the worst offenders, for they have nothing to do except to gossip and criticise. Not one of them would be caught walking in the native portion of her city for fear of losing face with the other women. Their treatment of the Indians, no matter how highly educated and refined the latter happen to be, is unchristianlike in the extreme. Even to this day, I am informed, the Bombay Yacht Club boasts that no Indian has ever crossed its threshold except as a servant. It is such conduct that has enabled the Nationalists to make so much headway with their slogan "India for Indians."

This brings us to the question of education. When compared from that standpoint with a number of other Oriental countries, especially Ceylon and the Philippines, India presents a sad spectacle. In 1926, all told, only about ten million pupils were attending school in British India, that is, approximately four percentum of the total population, but of these not over seven million were in the primary schools. It was said that four out of every five villages were without a school of any kind. When such conditions prevail, it is not surprising to find that nearly 90 per cent of the people are wholly illiterate. It might be argued that responsibility for the situation could be laid at the door of the poverty of the country, for in spite of the fact that a few Indians possess enormous wealth, India is very poor. How poor, you may appreciate when I tell you that one investigator claims the average daily income per capita is only five cents.

(To Be Continued.)

EDUCATION IN ACTION

Bird's Trip Gave Zest To Study at Scarsdale

Rear Admiral Richard E. Byrd probably had no more appreciative welcomers than the fourth-grade class of the Fox Meadow Elementary School of Scarsdale, N. Y. For these twenty-one nine-year-old boys and girls during the past year have not only followed, but in a manner reproduced the experience of the Antarctic expedition. Out in the Scarsdale snow last Winter they built miniatures of the houses of Little America, and themselves wrote, produced, costumed and acted a play whose scenes showed the building of Byrd's camp, the life in it, the exploring of a crevasse, the flight over the Pole and the finding of Amundsen's cairn. There was even a curtain raiser dialogue between a sledge dog and a penguin in full fur and feathers. Meanwhile, in and out of classroom work, the often moribund and forbidding figures of geography, history and arithmetic glowed with life and adventure. Through the children's avid questions about the expedition and the skillful guidance of their teacher, Miss Helen L. Hultz, concepts of longtitude and latitude, comparative temperatures, the work of glaciers, the changes of time and seasons and methods of scientific research all became familiar. Arithmetic lessons dealt with such problems as the cost of the dogs and other equipment, and the speed of the ship, the City of New York. In pasting up the clippings from newspapers according to subject, making separate groups for such topics as penguins, ice packs and dogs, the children learned to organize research material. But the gains in knowledge were probably more than equaled by those in attitudes. The making of maps of Antarctica, models of Byrd's airplanes and blueprints of his camp, gave opportunity for individual initiative, while the play and the preparing of exhibits constantly, if unconsciously, developed the capacity for team work.

65 Per Cent. of Princeton Class Finish 4-Year Course

A higher percentage of the men who entered Princeton in the Fall of 1926 as members of the class of 1930 received diplomas at the commencement exercises than has been true of any recent class. A study of the figures revealed that sixty-five and one-half per cent. of the class was graduated this year, as against sixty-four and one-fifth of the class of 1929. The class of 1930 also had the largest percentage of honor men of any class since the four-course plan of study was introduced in 1923. Of those who received diplomas, 35.8 per cent. won honors in their departments. Of the class of 1929, 30.8 per cent. won honors.

Education Is Urged To Keep Times Good

To modify "business cycles" and solve other major problems of industry, business men need to go to school and learn economics and the theory of industry, Alvan T. Simonds, president of a steel company, told the National Association of Purchasing Agents assembled at Chicago. Just as the lawyer puts in years of study before he begins to practice, said Mr. Simonds, so must the prospective business man take his training if the country is to have a well-run commercial life. Such schools of business as that of Harvard University, he declared, are giving the right sort of training, but there needs to be more of them. "Until we have a sufficient leavening of this kind in our business leadership," he continued, "we cannot hope to solve many of the major problems that are facing American business today."

Public College Enrollment Grows

Enrollment in publicly supported colleges, universities, and professional schools in the United States increased 77.4 per cent. between 1920 and 1928 compared with an increase of 75.5 per cent. in privately controlled institutions of this character, declares David T. Blose, statistician at the Federal Office of Education. Although numerically the total enrollment in privately supported institutions of higher learning continues far in excess of that in the publicly supported ones, the fact that the latter exceeded the former by 1.9 per cent. in its own individual increase during an eight-year period is significant, Mr. Blose said. In 1928, the period for which latest statistics are available, 347,537 students were enrolled in publicly supported institutions of higher learning, he explained, compared with 571,844 in similar privately supported institutions. In 1920 the enrollment in these public institutions was 195,876, compared with 325,878 in the private ones. Whether the students will go in greater number to publicly controlled institutions of higher learning in the future than to the privately controlled ones is a prophecy which cannot be made with any certainty, Mr. Blose stated. Only within recent years has attention been given to considerable support by the taxpayers of institutions of higher learning, he pointed out. In the meanwhile privately established universities and colleges have flourished.

Carolina Schools Cost $108,000,000

The public school property of North Carolina now represents an investment of $108,000,000, and the current operating budget is $28,000,000. There are 24,000 teachers, including white and colored, and other employees, including truck drivers, bring the total up to 30,000. These facts have been given out by the State Educational Department. It is further pointed out that in 1904-05 the average schoolhouse used by white children was worth $503. The present average value of each such schoolhouse is $26,404. In 1904-05 the average per pupil value of a school property was $8.34, as compared with $162.74 at the present time.

M. A. C. Inaugurates Curriculum Changes

Among the many important changes in the various departments and phases of work at the Massachusetts Agricultural College, some of them to take effect at once, are listed new buildings, the institution of the dormitory system, a new health system, increased religious program with regularly credited courses in religious instruction, and important changes in the curriculum, affecting particularly the freshman and sophomore classes. This last change is looked upon as one of the most important measures approved by the board of trustees in recent years. Under this ruling the entering class of 1934, and each entering class thereafter, will have the opportunity of choosing their major course in the freshman year. The course of study consists of four years of work planned to provide a scientific foundation, cultural background and professional training, leading to the bachelor of science degree. The dormitory system under a proctor will be inaugurated in the Fall of 1930. The north college building is now undergoing repairs to fit it for that purpose. Freshmen and sophomores only will be housed there and will be accommodated according to order of application. Of

the new buildings included in the five-year building program, the physical education building is now under construction, the horticultural manufactures laboratory is practically completed and is in use by the department, and plans are going ahead for the new administration building, the new library, the home economics laboratory, the physics laboratory and additions to the cold storage plant.

Teachers Must Live in Boston

In the most tense and longest session in a decade the Boston school committee recently decided by a three to two vote to bar all non-residents from appointment as teachers in the Boston public schools beginning next September 1. Dr. Jeremiah E. Burke, superintendent of schools, aided by former Chairman Francis C. Gray and Mrs. Elizabeth W. Pigeon of the committee, fought against the proposal and warned that if it were adopted Boston would be the only community in the commonwealth and the only large progressive city in the United States limiting itself to choosing members of the teaching staff from residents. Not only did the committee by a single vote bar non-residents, but by the same vote decided to make Teachers' College a provincial institution and limit the candidates for admission to legal residents on and after September 1, 1931. Dr. Burke and Mrs. Pigeon pleaded in vain with the others—Chairman Hurley, Dr. Joseph V. Lyons and William A. Reilly— to reconsider the action. Against Mr. Gray and Mrs. Pigeon the same three, Hurley, Lyons and Reilly, then passed a third order affecting future school custodians, laborers and others in the employ of the school department. This order decrees that no person shall be appointed to any position in the employment of the school committee after January 1, 1931, who is not a legal resident of Boston, provided that this order shall not affect those already on the elective lists or on the civil service lists for Boston service nor shall it affect those who have been appointed to Teachers' College up to that date.

U. S. Students Go to Brazil

The interest of educators in South America is shown again this year in the Brazil Summer School. This session is the result of the combined efforts of teachers in Brazil and the United States. Educators both in Brazil and the United States long have been in the closest contact. More than forty-five years ago American teachers started going to Brazil when two American women organized the first kindergartens there. Since then many American teachers have gone to Brazil. Brazil professors have similarly visited the United States. This winter a group of twelve Brazilian teachers studied the educational system in this country for five weeks under the guidance of the Institute of International Education. The American students who attend the summer school will have as professors some of the most distinguished men in Brazilian life today.

Rutland Votes Tax For Public Schools

After twice rejecting a proposition to appropriate for public schools forty cents on the dollar of the grand list above the sum permitted by the city charter, Rutland (Vt.) voted in favor of a thirty-cent tax by a majority of 417. The school board had stated that unless it received additional money, all public schools but the high school would be closed until next January.

Never Missed Class In 16 School Years

Robert Study, Muncie, Ind., has made it a practice to live up to the implication of his name. He was graduated from Indiana University in June, finishing sixteen years of schooling without having missed a class in all of that time. He has only one tardy mark to mar his record.

Heidelberg Students Object to Talkie

"The Student Prince" is all wrong. Heidelberg students of today do not act that way at all, in the opinion of the student committee, which indignantly refuses to co-operate with a film company in supplying "extras" to be photographed lifting beer steins and swaggering about for a new talkie, "A Student Song of Heidelberg," which is to be filmed in Heidelberg shortly. The committee had originally agreed to assist the German film company. When it read the manuscript and found that the old beer-guzzling, sausage-eating and carousing was going to be repeated with a liberal dash of love songs and carefree lovemaking thrown in for talkie effect, however, its sensibilities were aroused to the point of a statement on the university bulletin board, in which the committee divorced itself definitely from "any such exaggerations" of present-day student life. The committee apparently regards this attempt to "distort facts" as second only to attempts to interfere with the immemorial right to engage in dueling.

Harvard Puts Experts On Its Labor Problem

Harvard University announced that it has engaged Industrial Relations Counsellors, Inc., of New York, to study conditions of employment at the institution in a move which the Harvard Alumni Bulletin linked with the case of the discharged scrubwomen of Widener Library. The discharge of the scrubwomen shortly after Harvard had been informed by the Massachusetts Minimum Wage Commission that they had been paid three cents an hour less than the legal minimum over a period of years caused protests from alumni and even a threat of investigation by the Massachusetts Legislature. Harvard authorities maintained that the women were dropped as part of a general reorganization, and that they were not really underpaid. But the Bulletin greets the announcement with the remark that "the university has demonstrated its willingness to go to the bottom of this difficult problem in its own business administration, attempting to solve it without prejudice." The study to be conducted will be confined to employes not members of the educational administrative staff.

Arlington High School To Have Two Sessions

The Arlington (Mass.) High School will be operated on a two-platoon schedule, according to announcement by the school committee, in order to meet overcrowded conditions. The committee says that with the beginning of the new term in September the school will run with shortened sessions for part of the school in the morning, and shortened session for the remainder of the school in the afternoon. The committee says further that the administration has struggled for five years with the problem of over-crowding, and has now reached the limit of its resources.

Michigan to Have Richest Law School

The Law School of the University of Michigan will receive about $12,000,000 under the will of William W. Cook, New York corporation lawyer, filed recently for probate. Mr. Cook, a graduate of the Law School, who died early in June, had given about $3,000,000 to the university before his death. The bequest, according to officials of the institution, will make the university law school "the wealthiest the world has ever known."

Declares Honesty Scholar's Test

Carefulness and honesty are the indispensable qualities of the scholar, Dumas Malone, assistant editor of the Dictionary of American Biography, said in an address before the Phi Beta Kappa Society, as part of the commencement celebration of the University of Virginia. "The supreme test of the scholar is not what he is doing, but how he is doing it," declared Dr. Malone, who was until recently Richmond Alumni Professor of History in the university. Initiates to the honor fraternity included ten alumni and twenty-nine students.

Man Ignores "Boy Cop"; Loses Driving License

Failure to stop at the command of one of the student traffic officers at a grammar school in Methuen, Mass., cost Joseph Larsa, of Lawrence, Mass., his operating license when State Registrar of Motor Vehicles Parker notified him of the suspension. One of the "boy cops" reported Larsa to the police when he failed to stop at the youth's signal during a recess period. Police investigated and then notified Registrar Parker.

Girl Who Couldn't Swim Graduated After All

Mary Humphrey has been graduated after all. The University of Minnesota girl who seemed about to be deprived of her diploma because she couldn't swim 106 feet, float and dive from the side of the college's swimming pool, has received her degree, because Dean Melvin E. Haggerty, of the College of Education, relented. Dean Haggerty felt Miss Humphrey should receive her degree after the publicity she received, which he severely criticised. She passed in all her studies, but failed to meet the requirements for swimming demanded of all women graduates.

Scholars to Study Daily Early Government

How England carried on from day to day during the fourteenth century is to be studied by a group of American and foreign scholars, who hope to acquire new knowledge of the political development of peoples. The project, entitled "The English Government at Work, 1327-36," will be carried out with the support of the American Council of Learned Societies under the direction of the Mediaeval Academy of America, one of the council's constituent societies, with headquarters at Harvard. Professor James F. Willard, of the University of Colorado, has been appointed general director, and will work with the assistance of twelve collaborators chosen from the colleges and universities of England, Canada and the United States. Historical research in the past, it is pointed out, has been concerned largely with describing the functions of governmental officers. Now it is proposed to ascertain what these officers actually did. Monographs covering special fields of the study will be prepared.

Girl Graduates to Shun Marriage for Business

Business or further study is contemplated by ninety-five of the 107 young women graduating from Connecticut College for Women. Results of a survey made public showed that only five of the students planned marriage as their next step following graduation. The survey showed that the students had little time for reading. One woman said she had read 100 books during her college course, but the majority said they had read only two to ten books.

Wisconsin Graduation On Steps of Federal Capitol

Graduation exercises were held on the steps of the Capitol in Washington recently as 340 pupils of the Outagamie County schools of Wisconsin received their diplomas. Preceded by their own bands of boys and girls arrayed in bright blue uniforms, they marched to the Capitol from the Union Station on arrival. A. G. Meating, county superintendent, who had planned the event for a year, was in the procession.

Pupils Vote Wild Rose As Emblem of Alberta

Recently the Women's Institutes of Alberta, Canada, took a vote among the school children for a provincial flower emblem. The choice lay between the tiger lily and the wild rose—extreme opposites in appearance—and the wild rose won. Then the women pressed Perron Baker to bring in a bill naming the wild rose as the floral emblem of the province, and Mr. Baker did so. Now, having got the wild rose as the emblem, there remains the problem of just how it is to be used. Thus far its use appears to be limited to table decoration or any scheme of decoration for public celebrations occurring in June.

Flying School Started For Problem Children

The boys of the Children's Village, Dobbs Ferry, N. Y., an institution for problem children, will be given the opportunity to become aviators, it was announced when Clarence D. Chamberlin, trans-Atlantic flyer, inaugurated the new aeronautical school of the institution. Chamberlin, unable to land at the Children's Village grounds, thrilled the inmates with stunts in the air and then came over by automobile. Chamberlin contributed a 260-horsepower airplane motor to be used at the school.

Rural School Defects Handicap to Farmer

Rural public school disadvantages are a handicap to the farmers of America, declares the specialist in rural education, W. H. Gaumnitz, of the Federal Office of Education. An improvement in agricultural conditions may be expected with a correction of rural educational defects, he asserted. Mr. Gaumnitz said that the farmer lacks a basic education which will guide him as intelligibly in life as the education of the city man guides him. A comparison of rural education with urban education, he declares, shows a glaring discrepancy to the detriment of the farmer. An outstanding weakness of rural education is the shortness of the school term, Mr. Gaumnitz pointed out. The average term in the United States for cities above 2,500 population, he said, is one of 183 days; that of the rural areas is 156. The average period of elementary school education in urban United States is 8.1 years compared with 6.9 in its rural sections, he explained. Of the urban school enrollment in the United States, Mr. Gaumnitz pointed out that 22.7 per cent. were enrolled in high schools as against only 8.3 per cent. of the rural enrollments. He said that 0.87 per cent. of the urban population between the ages of ten and twenty years was illiterate, compared with 4.3 per cent. of the rural population. Expenditures for rural education are smaller by comparison, and salaries of teachers far below the standards set by cities, he said.

Sales Methods Affect College Study

Business methods involved in the sale of an ordinary family automobile have revolutionized the teaching processes in the higher institutions of learning, Professor J. H. Beale, acting dean of the Harvard Law School, told Harvard graduates assembled at St. Paul, Minn. "Installment buying, credit marketing, accounting, advertising, insurance and all the ramifications involved in the simple transaction of selling an automobile have brought about vast changes in the curricula," Professor Beale said. The demand for reseach specialists by industrial and public utility corporations has caused an expansion of graduate schools, G. H. Chase, dean of the Harvard graduate school of arts and sciences, said. Sixty per cent. of the Harvard enrollment is in the graduate schools, he explained.

The BOOK TABLE

MY SEAT WORK. For Use with Dr. Anna D. Cordts' New Path to Reading Primer. By Alice B. Le Fevor and Mary L. Hall, both of Boone, Iowa. Pad, 8 by 12 inches. Only one side of sheet used. 15 Ashburton Place, Boston: Ginn and Company.

This has all the advantages of the modern Pad for Seatwork, and, as in the New Path to Reading Series, anticipates what children at different stages of mental development can and cannot appreciate and do easily at a given time but could do instinctively a little later.

EDUCATIONAL DRAMATICS. By Donald MacLean Tower, Central High School, Binghamton, N. Y. Cloth. 267 pages. Illustrated. Evanston, Illinois: Row, Peterson and Company.

During the past seven years about seven thousand high schools have established regular study and laboratory courses in dramatics and an average of fifty students in each class.

This book is a creation of Binghamton, N. Y., where we have seen remarkable effects of the dramatic spirit in school work.

The first purpose of "Educational Dramatics" to get the students in a spirit to appreciate the high art of drama is to promote skill in high school plays, from the choice of a play, through the setting, costuming, scenery, to effective artistic acting.

ADVENTURES IN AMERICAN LITERATURE. Edited by H. C. Schweikert, Central High School, St. Louis; Rewey Belle Inglis, University of Minnesota; John Gehlmann, Oak Park, Illinois. Illustrated by R. M. Brinkerhoff. Cloth. 1064 pages. New York and Chicago: Harcourt, Brace and Company.

This is certainly a new kind of textbook for high school students. In the first place it has more than a thousand pages. It has in one volume Anthology and Literary History. Selections are arranged in Literary Types. There are complete texts instead of selections. Hitherto neglected types are fully represented.

As one skirmishes through these pages he wonders at the mass of material provided, and, at times, is curious why some others are not included. For instance, in "Twentieth Century Poetry," which is about one-tenth of the volume, and twenty-three poets are included, one is interested to see thirteen poems by Carl Sandberg, so many other versifiers passed by in silence.

In "The Transition Poets," there are ten poems from Emily Dickinson, and one from James Whitcomb Riley, and only one who had two poems.

It is interesting to find in twelve "Essays" with Irving, Emerson and Thoreau, William Allen White's "Mary White"; Walter Prichard Eaton's "The Bubble Reputation," and Dorothy Canfield Fisher's "Vermont."

The surprises are among the fascinations of these 1,064 pages.

THE DEEPER MEANING OF PHYSICAL EDUCATION. By Dr. Eugen Matthias, University of Munich. Translated by Carl L. Schrader, Massachusetts State Supervisor of Physical Education. Cloth. New York: A. S. Barnes and Company.

Personally we regard this translation of "The Deeper Meaning of Physical Education" as one of the most important studies of the American situation in education and in public amusement.

A small percentage of a total people in America or in civilized countries engage in bodily exercises regularly. Education will succeed in proportion to its influence upon the public. The problem of physical education is to reduce the non-participants to a minimum.

Just now it is of the utmost importance that high school and college sports must be considered in the relation of body culture to culture of the total personality.

This little book of eighty-eight pages should be read and digested before anyone passes judgment on the American athletic problem of today.

PSYCHOLOGY FOR STUDENTS OF EDUCATION. By Arthur I. Gates, Teachers College, Columbia University. Revised edition. Cloth, 612 pages. New York: The Macmillan Company.

It is only seven years since Professor Gates wrote the first book which attracted much attention. This 1930 Revision is not a "Revision," but an entirely new book rewritten in recognition of the modern view of the professional psychology of seven years ago.

This places Professor Gates in the front as a teacher of psychology. It has been hard for some teacners, especially for some authors of textbooks on psychology, to meet the new views in psychology. We rejoice that as good a man as Dr. Gates, author of as good a book as his text of 1923, has the courage and honesty to come forward in such a noble way as he has done.

TEACHING THE BRIGHT PUPIL. By Fay Adams and Walker Brown, both of University of Southern California. Cloth. 241 pages. New York: Henry Holt and Company.

Teaching a bright pupil is no more like teaching a slow pupil than serving a Porter House steak is like serving calves' liver.

The public school will have a lively competitor unless it realizes that many private schools specialize in discovering what children can do instead of what they cannot do.

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The campaign against retardation has already succeeded in rescuing the children at the foot of the class.

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It is as vicious professionally to have a bright pupil stay in a grade a needlessly long time as for a slow pupil to be kept back needlessly.

"Teaching the Bright Pupil" promotes high art in keeping a child going his pace.

It is a genuinely important and especially valuable book.

Books Received

"A Workbook for Principals and Supervisors." By Robert H. Lane.—"Light, Then and Now." By Ida Belle Lacey. — "Research Methods and Teachers' Problems." By Douglas Waples and R. W. Tyler.—"Studies in the Organization of Character." By Hugh Hartshorne and Mark A. May. — "Practical Statistics for Teachers." By Marion E. McDonald, Ph. D. New York City: The Macmillan Company.

"Heroes et Heroines de France." By Noelia Dubrule.—"Virgil and Other Latin Poets." By J. B. Greenough, G. L. Kittredge, Thornton Jenkins.—"Exercises in Correct English." By William M. Tanner. Boston, Mass.: Ginn and Company.

"Industrial Hygiene for Schools." By Jesse F. Williams, M. D., Delbert Oberteuffer.—"My Life Work." By R. L. Cooley, R. H. Rogers, H. S. Belman.—"Syllabus for a First Course in Vocational Education." By G. C. Mann, M. A. New York City: McGraw-Hill Book Company, Inc.

"Master Virgil." By Elizabeth Nitchie. Boston, Mass.: D. C. Heath and Company.

"Projective Geometry." By J. W. Young. Chicago, Ill.: Open Court Publishing Company.

"Do You Know English Literature?" By Blanche C. Williams and John Macy. New York City: D. Appleton and Company.

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Possibly

Piggly—"Is my face dirty, or is it my imagination?"

Wiggly—"Your face isn't; I don't know about your imagination."

Education Secondary

Son — "Father, what is a high school?"

Pop—"A football team entirely surrounded by rooters, my son."—Daily Echo.

Two's Company

When I get home at 2 a. m.
To find my wife waits up in wrath,
And, in a torrent naught can stem,
Pours all her hot reproaches forth,
One blessed thing I dwell upon—
Thank God, I'm not King Solomon.

Take Your Choice

From a school girl's composition: "There are three kinds of men—husbands, bachelors and widowers. An eligible bachelor is a mass of obstinacy surrounded by suspicions. Husbands are of three varieties—prizes, surprises, and consolation prizes. A widower is a man some one has rescued as he goes down for the third time. Making a husband of a bachelor is one of the highest plastic arts known to civilization. It requires science, sculpture, common sense and faith, hope, and charity, especially charity."

Taking Him at His Word

The motorist had had a slight accident with his light car on a country road. He limped painfully to the nearest farm house to call up the local garage.

"Hello," he said, as soon as the operator had connected him, "I've turned turtle. Can you do anything for me?"

"I'm afraid not," came the answer in a sweet feminine voice, "you must have the wrong number. What you want is the zoo."

First on Program

The speaker was getting tired of being interrupted.

"We seem to have a great many fools here tonight," he said. "Wouldn't it be advisable to hear one at a time?"

"Yes," said a voice. "Get on with your speech."

Why, Sure

"Did you ever hear of a woman band leader?"

"Why, sure—I've heard of this here Susie's band."

Place Unimportant

"I'm a little stiff from bowling," said the salesman as he eased himself into a chair.

"I don't care where you come from," snapped the big, busy buyer. "What have you got to sell?"

And Icebergs

Flirt in snappy roadster to girl on corner—"Come along!"

She—"Going North?"

He—"Yes."

She—"Then give my regards to the Eskimos."—Pathfinder.

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Cost of College Education

It costs somebody $10.52 a day to educate a student in college. And that student should write against himself, officials of a Southern university say, $63 every week of his school year, $1.32 every working hour of his day. "We get our figures," said Paul M. Penick, treasurer of Washington and Lee University, "by doing obvious arithmetic with the following items: Our operating expense, student enrollment, estimates of student expenditures for living and entertainment, and his earning capacity, were he working instead of going to college." It costs Washington and Lee, a typical Southern university, $372.53 for every student in its classrooms, the treasurer's books show. And though Washington and Lee students pay tuition, an average of $136.31 is lost on every one enrolled. The difference is made up from income from endowment, $50,000 of which came from George Washington in 1797. Assuming that the student should sleep eight hours a day, Washington and Lee figures that during the school year he has thirty-six weeks of 112 hours each, to account for as training hours for character and mind. "Is it worth while?" "Well," answers Henry Louis Smith, the president, "a survey by Dr. Paul Van Dyke a few years ago proved that of all graduates of American colleges today, one in fifteen attained the ranks of 'distinguished men' as listed in 'Who's Who,' while it took 9,000 men with a common school training to place one of their number on the same list. And the records of nearly 10,000 graduates of five typical American universities indicated that one-half of all those past middle age who had won high scholastic honors attained eminence. A great many people fail to realize that education is one commodity that is sold for less than it costs. This is necessary in our economic scheme in order to afford opportunity to a great many capable students who would otherwise not be able to obtain it."

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Alumni College Convention

The second annual session of the first Alumni College in this country will convene at Lafayette College, Easton, Pa., July 9, with approximately 100 graduates in attendance. John C. Merriam, president of the Carnegie Institute of Washington, will be a visiting lecturer. He will have for his lecture subject, "The Appreciation of Nature in Day to Day Living." Other visiting lecturers will be Albert Bushnell Hart, professor emeritus in government at Harvard, and Frederic William Wile, political analyst. A complete course in football, designed for coaches, will be given under the direction of G. Herbert McCracken, Lafayette's football coach. The course will cover the theory and practice of all the fundamentals of the game. Golf, at the Northampton Country Club, is on the schedule for the alumni for every afternoon. A garden party for the alumni will be given by Dr. William Mather Lewis, president of the college. The actual academic work occupies only the morning hours, with the afternoon and evening set aside for recreation, so that amusement as well as educational opportunities are provided the students. The course is offered to the alumni as a new and productive way of spending a vacation.

Warns of "De-education"

"It is imperatively necessary that an educated man continue his inquiries and intellectual endeavors or he will become 'de-educated,'" Dr. John H. Finley, of New York, told the members of the graduating class of Lafayette College in his commencement address. He urged the proper use of leisure time, explaining that one of the major ends of education is to teach the right use of leisure time. Dr. Finley said that Lafayette College, through the establishment of its alumni college, had taken a significant part in the progress of adult education, which, he held, was advancing as never before. Dr. Finley expressed the hope that education would not be over for those who were graduating this year, simply because their formal college course was ended. "Here at Lafayette you young men have the book of the world open to you, but when you leave Lafayette you must not close that book," he said. Dr. Finley urged the members of the senior class to choose the vocation which will put them on their mettle by challenging their skill to the highest. Too many men, he said, choose vocations which in no way add to their

education. To vegetate and lead a purely physical existence, he characterized as one of the greatest tragedies in life.

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Meetings To Be Held

JULY

22-25: National Association of Teachers in Colored Schools, W. W. Sanders, Box 752, Charleston, West Virginia: Petersburg, Virginia.

AUGUST

1-2: California Vocational Association, W. H. Van Dyke, Petaluma High School, Petaluma, California: San Jose, California.

SEPTEMBER

4: Massachusetts State Normal School Teachers' Association, M. G. Fickett, State Normal School, Westfield, Mass.: Bridgewater, Massachusetts.

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City : Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

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